

DOCUMENT RESUME

ED 289 280

EC 201 241

AUTHOR Dickinson, Valerie J.
TITLE Attitudes and Practices of Special Day Class Teachers Concerning Least Restrictive Environment.
PUB DATE 87
NOTE 88p.; Master's Thesis, San Diego State University.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Compliance (Legal); *Disabilities; Educational Methods; Elementary Secondary Education; Individualized Education Programs; *Learning Disabilities; *Mainstreaming; Severe Disabilities; *Special Classes; Student Placement; Surveys; *Teacher Attitudes

ABSTRACT

A descriptive study reports on attitudes of 24 special day class teachers toward mainstreaming of learning handicapped students and toward practices used to implement mainstreaming. Questionnaires were completed concerning factual, attitudinal, and process information for placement and monitoring in the least restrictive environment (LRE). Responses revealed that 79% of the district's learning handicapped students were mainstreamed to non-academic curricular areas and 22% into academics. Readiness factors varied according to grade level. Preparation for LRE centered on discussion of expectations and parent contact. Informal communication was the most widely used method of monitoring progress. Teachers reported that benefits of mainstreaming included improved self-esteem and increased social skills. (Author/CL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED289280

ATTITUDES AND PRACTICES
OF SPECIAL DAY CLASS TEACHERS CONCERNING
LEAST RESTRICTIVE ENVIRONMENT

A Project
Presented to the
Faculty of the School of Education
San Diego State University

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Valerie J.
Dickinson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

In Fulfillment
of the Requirements for the Degree
Master of Educational Administration

by
Valerie J. Dickinson (C)
Spring 1987

BEST COPY AVAILABLE

✓ EC 201241

ABSTRACT

ATTITUDES AND PRACTICES OF SPECIAL DAY CLASS TEACHERS
CONCERNING LEAST RESTRICTIVE ENVIRONMENT

This study documents compliance with PL 94-142 and pinpoints some critical components and procedures in the mainstreaming process that make the LRE construct successful.

Data was obtained by questionnaire sent to thirty-four SDC teachers in a San Diego North County school district. The instrument consisted of eighteen questions covering factual, attitudinal and process information for placement and monitoring in the least restrictive environment.

Responses from seventy-one percent of the teachers indicate that seventy-nine percent of the district's learning handicapped students are mainstreamed to non-academic curricular areas and twenty-two percent into academics. Readiness factors vary according to grade level; preparation for LRE centers on discussion of expectations and parent contact. Informal communication is the most widely used method of monitoring progress. The benefits of mainstreaming reported were improvement of self-esteem and acquisition of social skills. Questionnaire and recommendations are included.

DEDICATION

TO MY HUSBAND AND FOUR CHILDREN:

To JIM for encouraging me in this endeavor;
To ANDREA for occupying the little ones;
To NATHAN for retaining my sense of humor;
To LORI for art work and letters;
To SONI for hugs, kisses and raspberries!

ACKNOWLEDGEMENTS

Many thanks to Mr. Gary Myerson, Director of Special Education, Poway Unified School District, for planting the idea for this project and for brainstorming with me;

To the Poway Unified School District for easing the distribution tasks;

To the teachers for their candid answers and comments.

TABLE OF CONTENTS

	Page
Dedication.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Tables.....	vi
List of Figures.....	viii
 Chapter	
I. INTRODUCTION.....	1
The Problem.....	2
Importance of the Study.....	2
Definition of Terms	3
Assumptions of the Study.....	4
Limitations of the Study.....	5
II. REVIEW OF THE LITERATURE	6
Defining Mainstreaming.....	6
Attitudes towards Mainstreaming.....	9
Factors Related to the Decision-making Process.....	11
Transfer Training.....	12
Future Trends.....	15
Summary.....	16
III. METHODOLOGY.....	18
Populations.....	18
Instrument.....	19
Procedure.....	19
Summary.....	20
IV. FINDINGS.....	21
Tables and Figures.....	22
Summary.....	51
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	52
Summary.....	52
Conclusions.....	53
Recommendations.....	59
SELECTED BIBLIOGRAPHY.....	61
APPENDICIES.....	65

A. QUESTIONNAIRE.....	66
B. SEQUENTIAL TASKS FOR EDUCATIONAL PLANNING (STEP 8101).....	72
C. POWAY EXIT CRITERIA.....	75
ABSTRACT.....	79

LIST OF TABLES

Table		Page
I.	Number of SDC teachers responding to LRE questionnaire	22
II.	Number of SDC teachers responding by grade levels.....	24
III.	Number of students presently served in respondents' SDC classes	26
IV.	Number of students mainstreamed.....	27
V.	Number of parents requesting LRE.....	29
VI.	Factors determining readiness (Preschool).....	31
VII.	Factors determining readiness (Elementary).....	32
VIII.	Factors determining readiness (Middle School).....	33
IX.	Factors determining readiness (High School).....	34
X.	Factors determining readiness (District-wide: Preschool--High).....	35
XI.	Ranking of curriculum areas for LRE placement.....	36
XII.	Importance of parental involvement....	39
XIII.	Factors in preparation for LRE placement.....	40
XIV.	Methods of monitoring progress.....	42
XV.	Methods of communication with mainstream teacher.....	43
XVI.	Two most important ways SDC teachers help regular teachers with mainstreamed students.....	44
XVII.	Modifications accepted by SDC Teachers for mainstreamed students.....	45
XVIII.	Frequency of observation in LRE.....	46

XIX.	Responses to unsuccessful mainstream attempt.....	47
XX.	Reverse mainstreaming.....	48
XXI.	Benefits of LRE placement.....	49
XXII.	Factors preventing mainstreaming.....	50

LIST OF FIGURES

Figure		Page
1.	Summary of Table I: Percentages of SDC teachers responding to LRE questionnaire by class designation.....	23
2.	Summary of Table II: Percentages of SDC teachers responding to LRE questionnaire by grade levels.....	25
3.	Summary of Table IV: STEP areas into which students are presently mainstreamed.....	28
4.	Summary of Table XI: Ranking of non-academic subjects used for LRE placement.....	37
5.	Summary of XI: Ranking of academic subjects used for LRE placement.....	38

CHAPTER I

INTRODUCTION

The goal in education, special education or general, is to provide experiences for development of the individual's skills in the areas of planning and managing his own life. This development should allow the learner to maximize his highest potential as an individual and as a contributing member of society.

With the origination of PL 94-142 in 1975 came a delineation of the rights of handicapped children to include a free appropriate education. Implied in the process exists a variety of educational choices. Educational options for students with handicapping conditions include special schools segregated by handicap, special day class on the regular campus (SDC), resource specialist services on a pull-out basis from the regular classroom (RSP) and partial mainstreaming to the regular class ranging from one period to a considerable portion of the day. The team approach for proper educational placement involves parents, teachers, administrators and support personnel in an attempt to insure placement appropriate to the child's needs in the least restrictive environment (LRE).

THE PROBLEM

The present research, a descriptive study, provides an overview of special day class teachers' attitudes toward mainstreaming and practices used for implementing it. This study pinpoints some of the critical components of successful mainstreaming and indicates criteria for successful mainstreaming as viewed by twenty-four special day class teachers in a rapidly growing school district located near the suburbs of San Diego, November 1986. The information gained from the study involved a population of two hundred fifty-four special day class students.

IMPORTANCE OF THE STUDY

The general question to be answered in the present research concerns the steps involved in the mainstream process. Procedures and attitudes will be sampled to answer how it is monitored, how success or failure are determined and how it is planned, organized and implemented to the student's best advantage. The study attempts to answer these questions in order to gain an overview of the practical implementation of PL 94-142 eleven years after its origination.

DEFINITION OF TERMS

Mainstreaming can be defined as physical presence of the handicapped individual in a regular classroom situation with participation in instruction and activities provided therein. For purposes of this paper, "mainstream" and least restrictive environment (LRE) can be considered synonymous.

IEP (Instructional Educational Program) refers to the development of a curriculum plan. An IEP meeting is held yearly in which the parent(s) of the handicapped individual meet with the special education teacher and local administrator. The meetings may include support services personnel such as the psychologist, speech and language therapist, physical therapist, adaptive P.E. teacher and others as the need arises.

Special Day Class (SDC) consists of a small group of students eligible for special services as identified by state criteria for handicapping conditions. Students in the SDC remain with a credentialed learning specialist, the SDC teacher throughout the school day except when mainstreamed.

The Special Day Class Teacher functions as a member of the IEP team and has full responsibility for implementing the program developed at the IEP meeting. The term regular teacher refers to the instructor of a heterogeneous group of non-handicapped students. In addition, the regular program may include students being served by the Resource Specialist and those mainstreamed from the SDC. The Resource Specialist (RSP) may serve students on a pull out basis for remedial instruction or on a consultation basis within the regular classroom.

The Special Day Class teachers polled herein have children with learning disabilities with psychological processing deficits affecting acquisition of academic skills. No visually impaired students are included in the present study. Twenty-seven classes in the school district are designated SDC/NSH meaning special day class/non-severely handicapped, and seven are labeled SDC/SH referring to severely handicapped individuals. The former category includes SDL, Severe Disorders of Language classes.

ASSUMPTIONS OF THE STUDY

It was assumed that the teachers who responded to the questionnaire did so voluntarily and to the best of their ability and that the answers reflected a true picture of the mainstreaming process currently operational within their

classrooms. A basic understanding of terminology common to the teaching profession and specific to special education also was assumed.

LIMITATIONS OF THE STUDY

Of the thirty-four questionnaires sent out to special day class teachers in the district, twenty-four were returned giving a seventy-one percent representation of opinion district-wide. Target populations consisted of SDC/NSH including SDL, and SDC/GH classes; results may not generalize to populations with other handicapping conditions.

Construction of the questionnaire required a variety of answering techniques and led to some confusion in recording results on three of the questions. Respondents though being instructed to "check two" sometimes checked more items. On ranking items, some respondents checked (✓) rather than ranked a number of responses, thereby indicating equal importance to the choices rather than showing a preference.

CHAPTER II

REVIEW OF THE LITERATURE

The language of PL 94-142, Education for all Handicapped Children Act (1975), stresses that children who are handicapped must be educated to the maximum extent appropriate with non-handicapped children and that handicapped children are removed from the regular education environment only when the extent of the handicap is such that satisfactory performance in regular classes with supplementary services and aids cannot be achieved (Travis, 1985). In reviewing the literature five areas of concern became apparent: the first centered on a working definition of the the process, another focused on attitudes towards mainstreaming, a third dealt with factors and skills involved in the decision-making process, the fourth with practical aspects of how to implement transfer training and the last addressed adapting regular education settings to meet the needs of the handicapped student. In this chapter a brief overview of current findings are discussed.

DEFINING MAINSTREAMING

The definition of true mainstreaming has been debated restructured and refined over the past eleven years; its implementation has taken many forms. The definition of mainstreaming has undergone considerable change as the

eligibility criteria for special education took form. Learning disabilities have been defined 1. medically (aphasia, dyslexia, etc.), 2. behaviorally, (in terms of learning styles), and presently 3., as a function of severe discrepancy between potential and academic performance (McGrady, 1985).

Mainstreaming as defined by Bullard, 1982, meant that to the maximum extent appropriate, handicapped children should be educated with children who are not handicapped. Thus, a move to have handicapped and non-handicapped children in close physical proximity developed. However, as Rose, Lessen & Gottlieb, (1982), pointed out, merely shifting students from one physical location to another did not result in improved performance. Frequently concerns are voiced stating that mainstreamed students have no friends in the regular setting, that their self-concepts are weak or that they are immature socially. A poem written by a blind sixth grader "successfully" mainstreamed and performing above average in academic areas clearly showed that proximity is not nearly enough for mainstreaming to be considered successful.

Caged

I am so lonely, so very lonely.
 Nobody really listens to me, no one seems to care.
 I am like an animal in a cage,

Kicking and scratching,
Longing to be free of the iron bars
Which lock me in.
People smile as they go by,
Admiring my tricks and saying how smart I am
For an animal.
They look in through the bars of my cage
And I turn and look at them.
But no one opens the door.
They are afraid to let me out.
They don't want to get hurt.
There are those who let me out.
I have grown to love them very much.
The rest of them just turn their head and go their
separate ways.
If some of them would only get to know me,
They would see what I can do.
Please unlock my cage! (Hoben, 1980).

Integration which seems to be the key, requires active planning and long-range programming (Rose, 1982). The idea of integration is certainly not a new concept. As pointed out by Stainback, 1985, two hundred years ago Thomas Jefferson championed the cause of the poor, thirty years ago racial integration became the major focus and eleven years

ago P.L. 94-142 shifted energies to integration of persons with handicapping conditions.

Mullen, 1984, in working with hearing impaired children concurred with Hoben that physical placement did not guarantee academic or social integration. She proposed mainstreaming as an "interactional process" and studied variables related to the individual child, the particular environment and the interaction between the two.

ATTITUDES TOWARDS MAINSTREAMING

The second area addressed by the literature dealt with researching attitudes toward mainstreaming. Williams (1979) found teachers who felt they could teach a handicapped child successfully and a group of teachers who felt they could not. The group who responded positively cited undergraduate and graduate teacher preparation programs, support from personnel in their districts, similarities of regular and handicapped programs and previous successful experience with handicapped children as reasons for their favorable attitudes towards mainstreaming. Those who would not mainstream voluntarily indicated that the handicapped child generally took too much time from other class members and listed lack of patience, lack of know-how, lack of district support and unsuccessful previous experiences with the handicapped population as reasons for less than favorable attitudes towards the mainstreaming concept.

Differences in attitudes and expectations were found between special education teachers and regular education teachers in a study done by Needles et. al in 1981. The findings suggested that special education teachers were more optimistic about mainstreaming their students and actually had higher expectations regarding the child's ability to focus, follow directions, organize and participate orally than regular teachers did. Special education teachers were found to have comparable expectations regarding social skills, cooperation and academic achievement to that of the regular teachers.

The question concerning the possibility of changing attitudes to favor mainstreaming was investigated by Leyser, 1984. Her study involved an experimental group of pre-service teachers, and control groups of elementary education majors and special education majors. The control group was enrolled in a mainstream education program which included coursework designed to increase knowledge of handicapping conditions, covered a review of PL 94-142 and practicum in adaptations within the regular classroom. These subjects also received first hand field experience through a visitation program to special schools and programs. It was found that the control group had a significantly higher rate of change favoring mainstreaming than did the other two groups, suggesting the importance of teacher education programs.

FACTORS RELATED TO THE DECISION-MAKING PROCESS

The decision-making process appeared as a third area of concern in the literature with the special education teacher and principal being the consistently active participants. In a study done by Bullard in 1982, teachers and principals considered placement primarily based on academic skills and indicated that behavior and social skills were not as important. The major reason for not mainstreaming was lack of academic achievement. Factors listed as critical elements in the decision to mainstream included the handicapped child's ability to communicate, intelligence, achievement, personality and age (McCartney 1984, Mullen, 1984, Schnider, 1984, Chandler, 1986). Chandler also considered the expertise of the regular teacher, support from administration, budget, school design and the nature of the student body as variables when considering a student for mainstreaming.

A different factor was investigated by Sansone (1986) who analyzed schedules of handicapped students and found that over ninety percent of the mildly handicapped elementary students in a North-eastern school district had never been mainstreamed for academics. The study also reported that sixty-two percent had been mainstreamed at grade level and thirty-three percent below grade level. Surprisingly, it was reported that only fifty-five percent were assigned to be

with a fixed group of non-handicapped students. This finding points to a need for adaptability on the part of the handicapped learner who may be mainstreamed to a number of regular classes with different teachers. Scheduling is clearly an important factor in successful mainstreaming.

TRANSFER TRAINING

The next area found in the literature, practical suggestions on how to mainstream, had numerous entries. Many educators proposed behavior modification techniques coupled with intense planning to facilitate the transfer of what is learned in the special classroom to the regular classroom situation (Rose, 1982, Slade, 1984, Anderson-Inman, 1986 and Gillet, 1986).

Ryan (1984) believed that special education teachers were the key personnel responsible for proper mainstreaming and urged an active participation at all levels of the process. He suggested that PL 94-142 has been the vehicle whereby special ed teachers have been allowed to leave their isolated population and instruct others, not only in the needs but also in recognizing the potential of the handicapped with whom they worked. In this way special education teachers have changed their image from people expected to be good custodians to that of knowledgeable and effective educators.

Slade (1984) gave some practical suggestions in his review of Brown's "Individualized Transition Plan" including meetings among sending teachers, receiving teachers and parents with specific criteria in mind. The criteria listed included identifying the new situation, listing activities required, specifying skills needed in the new situation and skills already mastered. Safran (1985) took a different tack on the communication model. In an effort to streamline communications between sending and receiving teachers, she outlined three stages of communication: pre-placement, early placement and contact continuing throughout placement. She developed forms to simplify transfer of information at each stage.

The PAC program, Parallel Alternate Curriculum, a federally-funded demonstration project in learning disabilities, concentrated on changing the behaviors of teachers. It included training in direct instruction techniques, study skills and techniques successfully used in special education classes. McGrady's findings indicated that regular teachers exposed to this training became stronger, more confident teachers which benefited the entire class and freed the special education teachers to serve in consultant or resource positions. Benefits to the district showed in reduction of expensive special classrooms, in the increased success for learning disabled students and in improvement of teaching skills.

Improved teaching skills also were recognized as important factors in Gillet's article (1986). Gillet lists specific suggestions for increasing the learning disabled child's chances for successful mainstreaming. Modifications to the regular classroom routines are given in the areas of Orientation/Organization, Physical Environment, Directions, Instruction, Memory, Worksheets and Evaluation.

The opposite position is taken in Anderson-Inman's trans-environmental programming approach (1986), where emphasis is placed on student choices regarding strategy and implementation. The trans-environmental programming approach consists of four components:

1. Identifying behavioral and academic expectations required within the regular class structure
2. Intervention and preparation concerning specific skills the child will be expected to know
3. Promoting transfer of both behavior and instruction strategies within the new setting and
4. Collecting data through observation in the target environment for evaluation purposes

The steps suggested for success rely primarily on the student's recognition of deficiency areas and motivation to improve. The process began with a student request for help in a specific curricular area,

analysis of the teets used by the child and a task analysis of skills to be learned followed. Finally, guided practice in the student's own textbook was performed. Self-monitoring checklists were suggested for feedback with frequent reliability checks by the resource teacher recommended. The contention of the author is that giving students ownership in deciding which areas to target and techniques for monitoring their own success led to faster transfer of skills from resource to regular classroom settings.

FUTURE TRENDS

As for the future of mainstreaming, the literature stressed structured observation and interviews, the consultation model for RSP teachers and cooperative learning techniques as upcoming trends (Hoban, 1980, Stainback, 1985, Anderson-Inman, 1986). Better diagnostic tools, specific exit criteria, increased cooperation between professionals and adjustment of curriculum expectations to the age of the learning disabled student tended to be recurring themes (McCartney, 1984, Schneider, 1984, Sansone, 1986) throughout the literature.

SUMMARY

In this chapter current literature concerning LRE has been summarized. Five areas of concern were found throughout:

1. defining the process
2. attitudes towards mainstreaming
3. factors involved in the decision-making process
4. transfer training
5. adaptations necessary in the regular education setting

In area one it was found that learning disabilities have in the past been defined in medical or behavioral terms. The present definition focuses on a severe discrepancy factor between ability and performance. It was suggested that proximity alone does not guarantee the least restrictive environment provisions of PL 94-142.

Concerning area two, teacher attitudes and expectations were found to be of great importance in the success of mainstream processes. Differences in attitudes and expectations were found among special education and regular teachers. Special education teachers had a higher standard for academic success but

expectations comparable to regular teachers in social realms.

Factors related to the decision-making process included the student's communication skills, intelligence, achievement, personality and age. Other factors listed were the regular teacher's expertise, administrative support, financing and scheduling.

Transfer training could be facilitated by increasing communications between teachers, student and parents in regards to goals and expectations. In-service to strengthen teachers' skills was suggested as well as steps to increase the student's responsibility and motivation.

The literature stressed adapting existing techniques for the special education student, creating more appropriate diagnostic tools, refining exit criteria and cooperation among all involved as critical elements for future success in the least restrictive environment.

CHAPTER III

METHODOLOGY

The material in this chapter presents procedures utilized in gathering and interpreting information from SDC teacher opinions regarding mainstreaming currently operational in the Poway Unified School District. The following sections describe the population involved in the study, the collection procedures employed and the instrument used for this study.

POPULATION

A questionnaire was sent to the thirty-four special day class teachers in the district. Types of classes included sixteen LH, four SH and three SDL. Levels sampled included two preschool classes, eleven elementary, five middle school and five high school. Two hundred fifty-four special education students were reported served by the twenty-four SDC teachers who responded to the questionnaire.

INSTRUMENT

The questionnaire consisted of eighteen questions: five dealt with factual information, four with teacher attitude and nine addressed factors involved with implementation. Three required ranking (1,2,3...), one, a yes/no response, eleven directed the respondent to check (✓) factors from a list of responses and three items needed completion. Space was provided for additional comments on ten of the items. Twenty-four questionnaires were returned yielding a seventy-one percent response rate.

PROCEDURE

The questionnaire was sent to SDC teachers via district mail with instructions to complete and return within ten days. A cover letter with an explanation of the project and endorsement from the district's Coordinator of Special Education was attached to the instrument itself. The recipient's name was written at the top of the cover letter. A separate sheet on which the respondent could request a copy of the results was included at the end of the questionnaire.

SUMMARY

Chapter III described the SDC teacher population involved in this mainstreaming study. A description of the questionnaire and procedure for administering it have been included.

CHAPTER IV

FINDINGS

This chapter presents data obtained from the questionnaire and includes tables reflecting frequencies and percentages of response. The questions are followed by an explanation of the results. Tables I-IV correspond to questions 1-4 and deal with factual information. Tables V-XXVII correspond to questions 1-14 regarding teachers' responsibilities for compliance with PL 94-142 mainstreaming provisions.

TABLE I

NUMBER OF SDC TEACHERS RESPONDING TO LRE QUESTIONNAIRE
(N=23)

Type of SDC class:	____LH	____SH
Number of Teachers	20	3
Total in District	27	7
Percent of Teachers	74	60

Twenty-four of the thirty-four SDC teachers responded to the questionnaire. The results show rounded off percentages of teachers within each category who responded. Seventy-four percent of the LH teachers and sixty percent of the SH teacher answered. District-wide, seventy-one percent of the special day class teachers responded to the LRE questionnaire. Twenty-three were filled out since two teachers handed in one questionnaire as a team. One teacher returned the questionnaire with a note that her class was mainstreamed full-time into the community and so the questions did not apply.

Figure I represents the findings in TABLE I and reflects percentages of SDC teachers responding to the LRE Questionnaire.

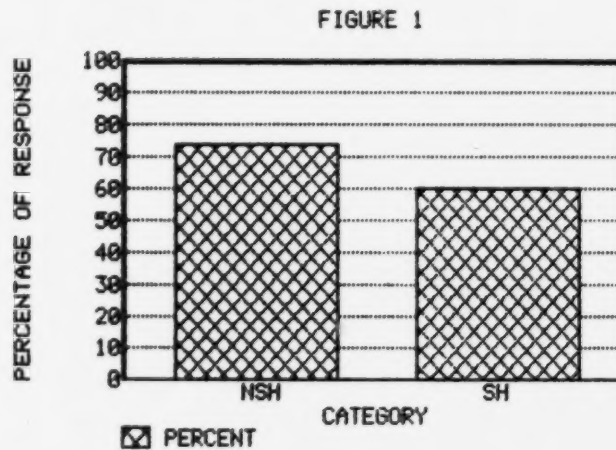


FIGURE I Summary of Table I: Percentages of SDC teachers responding to LRE Questionnaire by class designation.

TABLE II

NUMBER OF SDC TEACHERS RESPONDING BY GRADE LEVELS
(N=23)

Level:	_Elementary	_Middle	_High
Number of Teachers	13	6	5
Number in District	17	7	9
Percent of Teachers	76	86	56

These results show that data obtained from the questionnaire indicate responses obtained from seventy-six percent of the district's SDC teachers at elementary level, eighty-six percent at the middle school level and fifty-six percent at high school level.

Figure 2 gives a visual representation of information in TABLE II showing percentages of SDC teachers responding to the LRE Questionnaire by grade levels.

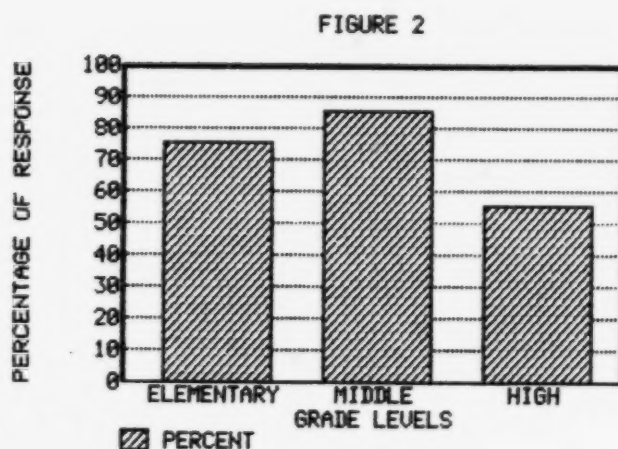


FIGURE 2 Summary of Table II: Percentages of SDC teachers responding to LRE questionnaire by grade levels.

TABLE III

NUMBER OF STUDENTS PRESENTLY SERVED IN RESPONDENTS' SDC
CLASSES (N=23)

Number of students served	254
Number of special education students served in district	1670

Of the one thousand six hundred seventy special education students within the district, information was obtained regarding the least restrictive environment of two hundred fifty-four. The sample represents approximately fifteen percent of the special education population served within the district.

TABLE IV

NUMBER OF STUDENTS PRESENTLY MAINSTREAMED (N=254)

Category	*Step	Number	Percent
non-academic	(18-19)	200	79
academic	(20-21)	55	22
integrated 50% of day or more	(22-25)	13	5

Data shows that at the time of the study, seventy-nine percent of the SDC students were mainstreamed for non-academic subjects, twenty-two percent in academic areas and that five percent were attending regular class for half of the day or more.

* Step refers to Sequential Tasks for Educational Planning, Form 8101, Least Restrictive Environment, was developed by Brooks, Kramer, & Bartlett, 1-86. See Appendix B for sample 8101 STEP.

A summary of information shown in TABLE IV follows in Figure 3. It offers data on current placement in the least restrictive environment.

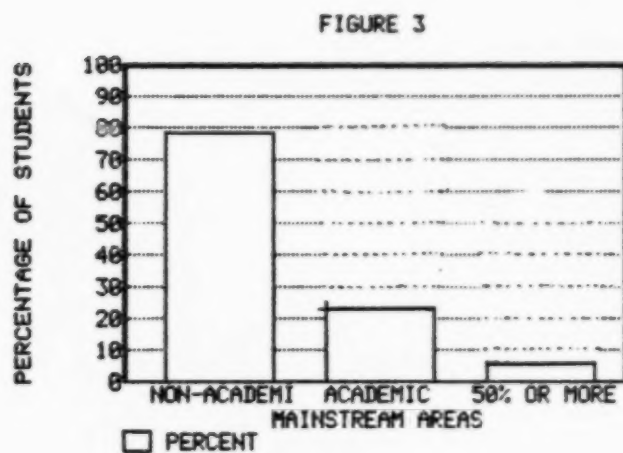


FIGURE 3 Summary of Table IV: STEP Areas into which students are presently mainstreamed (N=254)

TABLE V

NUMBER OF PARENTS REQUESTING LRE THIS YEAR (N=23)

11%

Teachers reported that eleven percent of the parents of students in the SDC classes requested mainstreaming.

The next four tables, TABLES VI-X, show SDC teachers' preferences in LRE placement factors. The tables are organized by grade level, to reflect opinions at preschool, elementary, middle and high school levels. Since the numbers sampled at each grade level were small, frequencies rather than percentages were computed.

TABLE VI

RANK ORDER OF FACTORS DETERMINING A CHILD'S READINESS
FOR MAINSTREAMING AS CHOSEN BY PRESCHOOL SDC TEACHERS
(N=2)

Rank	Factor	Frequency
1	Social Skills	1
2	Behavior	2
3	Academic Skills	2

Preschool NSH SDC teachers ranked social readiness as an important factor in determining whether or not a child should be placed within the regular classroom. Behavior and academic skills ranked second and third respectively.

TABLE VII

RANK ORDER OF FACTORS DETERMINING A CHILD'S READINESS
FOR MAINSTREAMING AS SELECTED BY ELEMENTARY SDC
TEACHERS (N=12)

Rank	Factor	Frequency
1	Academic Skills	6
2	Social Skills	5
3	Behavior	4
4	Parent Request	2
5	Study Skills	3
6	Motivation	2
7	Receptive Teacher	3
8	Scattered responses	6
9	Special Talent	5

At the elementary level, SDC teachers indicated agreement that appropriate academic skills ranked number one for placement in the least restrictive environment. Appropriate social skills followed in second place; behavior ranked third. Rankings from fourth through eight place showed a large scatter and little consensus. However, five of the twelve teachers sampled at this level indicated that special talent should be ranked in last place as a factor determining a child's readiness for mainstreaming.

TABLE VIII

RANK ORDER OF FACTORS DETERMINING A STUDENT'S READINESS
FOR MAINSTREAMING AS RANKED BY SDC TEACHERS AT THE
MIDDLE SCHOOL LEVEL (N=5)

Rank	Factor	Frequency
1	Academic skills	2
1	Dependability	2
2	Student's Motivation	4
3	Social skills	2

Opinions regarding the ranking of factors important at middle school level were wide-spread. Academic skills and dependability tied for most important, each receiving first ranking from two of the five teachers sampled. The largest consensus of opinion occurred on the student motivation factor where four out of five of the teachers ranked it as the second most important factor in determining readiness.

TABLE IX

RANK ORDER OF FACTORS DETERMINING A STUDENT'S READINESS
FOR MAINSTREAMING AS INDICATED BY HIGH SCHOOL SDC
TEACHERS (N=4)

Rank	Factor	Frequency
1	Wide-spread	6 *
2	Study skills	2
3	Behavior	2
4	Dependability	2

High school teachers' opinions on the most important factors determining a student's readiness for mainstreaming were wide-spread for factor number one. The categories of academic skills, social skills, behavior, motivation, talent and parent request each received one vote. The data indicated no consensus on the most important factor for high school students. Study skills, behavior and dependability each received two votes, ranking second, third and fourth respectively, in importance for LRE placement of high school students.

* One teacher ranked three areas (behavior, motivation and parent request), as number one factors in importance.

TABLE X

RANK ORDER OF FACTORS DETERMINING A CHILD'S READINESS
FOR MAINSTREAMING DISTRICT-WIDE, PRESCHOOL-HIGH SCHOOL
(N=18)

Rank	Factor	Frequency
1	Academic Skills	9
2	Social Skills	5
2	Behavior	5
3	Behavior	7

N=18 in this sample because on five of the questionnaires responses were checked (✓) rather than ranked thus offering no preferential information data. Of the eighteen who responded by ranking, a wide spread of opinion was found regarding factors that determine whether or not a child is ready for mainstreaming.

TABLE X gives a summary of opinions of SDC teachers across the district concerning factors of importance in determining readiness for mainstreaming. Academic skills ranked as the most important factor in the decision-making process. Social skills and behavior tied in ranking for the second most important factor and behavior was ranked as a definite third in importance by seven of the eighteen teachers sampled.

TABLE XIRANK ORDER OF CURRICULUM AREAS USED FOR MAINSTREAMING
(N=23)

NON-ACADEMIC

Area	Choice	Percent
Physical Education	1	87
Art	2	55
Music	3	33

ACADEMIC

Math	1	64
Science/Social Studies	2	38
Language/Spelling	3	83
Reading	4	20

In the non-academic areas, P.E., art and music were chosen most frequently for mainstreaming. P.E. was selected first by eighty-seven percent of the SDC teachers as an entry level for mainstreaming. Art was second according to fifty-five percent, and music third by thirty-three percent.

For academics, the areas were ranked math, science/social studies, language/spelling, and reading in that order. Math was indicated as first choice by sixty-four percent and science/social studies ranked as the second area for LRE placement by thirty-eight percent. Language/spelling ranked as the third choice by eighty-three percent and reading as fourth by twenty percent of the SDC teachers polled.

Choices for non-academic LRE placement are summarized in Figure 4 below.

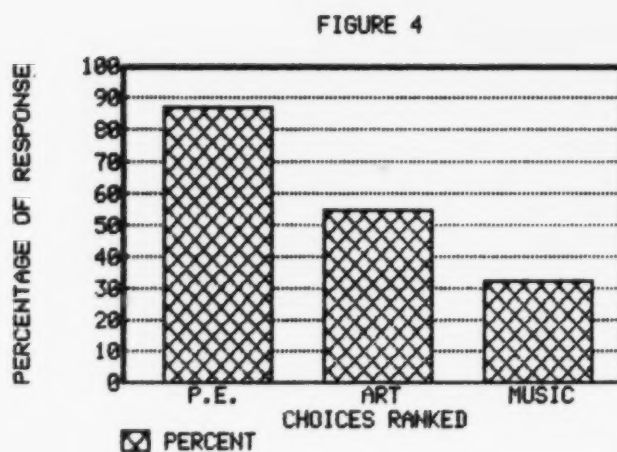


FIGURE 4 Summary of Table XI: Non-academic subject areas used for mainstreaming

The following figure, Figure 5, indicates academic areas used for placement in the least restrictive environment by the SDC teachers polled.

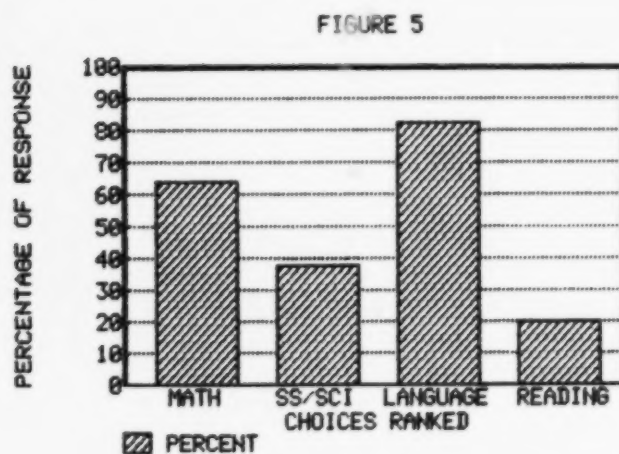


FIGURE 5 Summary of Table XI: Academic areas chosen for mainstreaming (N=23)

TABLE XII

IMPORTANCE OF PARENTAL INVOLVEMENT TO SUCCESSFUL
MAINSTREAMING (N=23)

	None	Minimal	Regular	High
Number of Teachers	0	5	7	11
Percent of Teachers	0	22	35	48

The data shows that parent involvement is believed to be a highly important factor in successful mainstreaming by forty-eight percent of the SDC teachers sampled. Regular involvement was considered as important by thirty-five percent and minimal involvement by twenty-two percent. No teachers indicated that non-involvement led to mainstreaming success.

TABLE XIIIFACTORS USED CONSISTENTLY IN PREPARING STUDENTS FOR LRE
PLACEMENT (N=23)

Factor	Number	Percent
1. Discuss expectations (scheduling, homework, responsibilities)	19	83
2. Contact parents	19	83
3. Discuss subject area with student	16	70
4. Introduce child to receiving teacher	16	70
5. Show child new classroom	13	57
6. Prepare materials (notebook, etc)	6	26
7. Other*	6	26

According to the data collected, eighty-three percent of teachers checked choices one and two (expectations and parent contact) with equal frequency for the first step in preparation for mainstreaming. Seventy percent, by checking choices three and four, indicated that discussing the subject area and performing an introduction were important second steps. Fifty-seven percent checked showing the child to the new classroom as step number three. Twenty-six percent checked preparation of materials for mainstreaming and the "other" category as factors used consistently in preparation for mainstreaming.

In answer to the question as stated, the two factors used most consistently in preparation for mainstreaming according to the SDC teachers polled

herein were discussing expectations with the students and contacting the parents.

*Other included aide time, schedule planning, specific adaptations to be used and reinforcement procedures.

TABLE XIV

TWO MOST IMPORTANT METHODS OF MONITORING A STUDENT'S
PROGRESS IN A MAINSTREAMED SITUATION (N=23)

Method	Number	Percent
Rely on feedback from the regular teacher	20	87
Ask the student	14	61
Other (aide, direct observation)	9	39
Check work daily	8	35
Talk with parents	5	22
Rely on test scores	5	22
Rely on report card	3	13

Feedback from the regular classroom teacher was ranked as the most important factor in monitoring mainstream progress by eighty-seven percent of the teachers polled. Sixty-one percent believed feedback from the student was the next most reliable method. Observation, work checks, parent contact and test scores were considered to have lesser reliability for monitoring the student's progress.

TABLE XV

METHOD OF COMMUNICATION MOST FREQUENTLY USED WITH THE
MAINSTREAM TEACHER (N=23)

Method	Number	Percent
Informal meetings	20	87
Other (observation by teacher/aide)	4	17
Written progress reports	2	9
Formal meetings	0	0

Eighty-seven percent of the SDC teachers indicated informal meetings as their most frequent form of communication with the mainstream teacher.

TABLE XVI

TWO MOST IMPORTANT WAYS SDC TEACHERS HELP REGULAR
TEACHERS WITH MAINSTREAMED STUDENTS (N=23)

Method	Number	Percent
Behavior management suggestions	19	83
Provide aide time	11	48
Other	9	39
Locate supplies, books, materials	5	22
Provide special lesson plans	1	4
Correct papers	1	4

Suggestions on behavior management were chosen by eighty-three percent of the teachers as the most important way of helping the regular teacher with mainstreamed students. Forty-eight percent offered aide time as another important help. The "other" category included checking for homework completion, contacting parents regarding successes or failures, sharing materials, taking in students from the regular class who need to complete assignments and providing an interpreter as needed.

TABLE XVII

MODIFICATIONS ACCEPTED FOR MAINSTREAMED STUDENTS
BY SPECIAL DAY CLASS TEACHERS (N=23)

Modification	Number	Percent
None: perform on equal basis	13	57
Same material, lesser workload	5	22
Different response mode	5	22
Excused from assignments	0	0

The data shows that fifty-seven percent accepted no modifications for their mainstreamed students and expected those students to perform on an equal basis in the regular classroom. Twenty-two percent accepted a lighter workload and an additional twenty-two percent a different response mode. None of the respondents expected their students to be excused from mainstream assignments.

TABLE XVIII

FREQUENCY OF OBSERVATION BY TEACHER OF STUDENTS IN LRE
SITUATIONS (N=22)

Frequency	Number	Percent
Other	7	32
Once a month	6	27
2-4 times/week	3	14
Never	3	14
2-3 times/month	2	10
Daily	1	1

Thirty-two percent of the teachers indicated items not listed in the questionnaire. Comments included relying on aides for observations to visiting themselves "as often as possible." Visits once a month were indicated by twenty-seven percent of the teachers. The data suggests that SDC teachers do not visit the regular classroom on a scheduled basis.

TABLE XIXSDC TEACHERS' FIRST RESPONSE TO UNSUCCESSFUL MAINSTREAM
ATTEMPT (N=23)

Action	Number	Percent
Work with regular teacher to improve the situation	18	78
Other	4	17
Remove student from the situation	1	4

When faced with an unsuccessful mainstreaming attempt, seventy-eight percent of the teachers responded that they would work with the regular teacher to improve the situation. Seventeen percent indicated the necessity of other interventions such as contacting parents, reexamining the student's skill level and behavior management interventions. Four percent indicated their first response to a failing situation would be the immediate removal of the child from that situation.

TABLE XX

REVERSE MAINSTREAMING--DO REGULAR STUDENTS JOIN SDC
CLASSES UNDER SDC TEACHER'S SUPERVISION? (N=22)

Response	Number	Percent
Yes	12	55
No	10	45

Fifty-five percent of the teachers reported that regular education students join with the SDC class for various activities including parties, art, stories, movies, motor lab, music and special events supervised by the SDC teacher. Forty-five percent reported no reverse mainstreaming at the time of the survey. One person did not respond to this question.

TABLE XXI

TWO IMPORTANT BENEFITS OF MAINSTREAMING STUDENTS (N=23)

Factor	Number	Percent
Self-esteem	15	65
Social skills	12	52
Academic acquisition	8	35
Awareness/acceptance	6	26
Other (load management, introduction to mainstreaming)	5	22
Parental request	2	9

Self-esteem was chosen by sixty-five percent and social skills by fifty-two percent as the two most important benefits of mainstreaming.

TABLE XXII

RANK ORDER OF FACTORS PREVENTING MAINSTREAMING (N=23)

Factor	Number	Percent
Lack of academic skills	13	57
Lack of social skills	9	39
Lack of study skills	8	35
Lack of administrative direction	7	30
Appropriate receiving teacher unavailable	5	22
Time scheduling conflicts	5	22
Lack of parental support	4	17
Behavior	0	0

Fifty-seven percent of the teachers polled indicated the major factor preventing them from placing students in the regular classroom was poor academic skills. Poor social skills ranked as the second major factor and was chosen by thirty-nine percent of the population sampled. Study skills deficits were ranked third by thirty-five percent and lack of directives from administration was chosen fourth at thirty percent. The receiving teacher and time scheduling conflicts ranked fifth, each chosen by twenty-two percent of the teachers as factors preventing mainstreaming. Parental disinterest ranked sixth according to seventeen percent. Behavior received a zero percent response rate as a factor of importance in preventing mainstreaming placement.

SUMMARY

Chapter IV presented tables and graphs of the data received from the questionnaire concerning attitudes and procedures currently used in placing the handicapped learner in the least restrictive environment. For ease of interpretation, a narrative explanation of the data was included to indicate the overall findings as reported by seventy-one percent of the district's SDC teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

This study was conducted to provide a sampling of opinions and practices of special day class teachers regarding placement of students in the least restrictive environment. The purpose of the project was to document compliance with PL 94-142 eleven years after its origination. Emphasis was placed on pinpointing some of the critical components of successful mainstreaming and methods of making the "Least Restrictive Environment" construct workable.

Data was obtained by questionnaire sent to thirty four SDC teachers in a rapidly growing district in the North County area of San Diego. The information received from twenty-three of those teachers was presented in charts and graphs. It reflected percentages and frequencies of responses regarding the placement and monitoring of handicapped learners in the least restrictive environment.

The findings represent the opinions of seventy-one percent of the district's SDC teachers. Seventy-four percent of the LH teachers and sixty percent of the SH teachers responded to the LRE questionnaire. By grade level, seventy-six percent at elementary, eighty-six

percent at middle school and fifty-six percent at the high school level responded. An overview of specific information obtained and discussion of those findings follow in the Conclusions section of this paper.

CONCLUSIONS

The lower percentage of response in the SH category may be due to the fact that the questionnaire was geared toward academic mainstreaming. Many SH programs in the district are community based with a vocational emphasis and therefore the questions as stated did not apply. Response by grade level seems to indicate that interest in mainstreaming may be greater at the middle school and elementary levels. However, the percentages may be misleading since the number of teachers available for the sample was small at the middle and high school levels.

As expected, more mainstreaming is being done district-wide in non-academic areas (seventy-nine percent). Only five percent of children are currently mainstreamed for fifty percent of the day or more. A possible reason for this may be that children in the fifty percent category are probably being served by RSP programs in a regular classroom rather than in an SDC.

In non-academic areas the first choice for mainstreaming was P.E., second art and third music. Games and team work are beneficial for all children, which may account for P.E. as first choice. Since art and music require different skills than academic areas, there may be more opportunity for success. This fact may account for teachers choosing them as other appropriate areas for mainstreaming.

For academics, math was chosen first, science and social studies second, language and spelling third and reading fourth. These results are not surprising considering that in general, more SDC students show difficulty in language and reading related subjects than in math. Though science and social studies require a good deal of reading and language skill they often are approached through discussion and hands-on experience which may account for the subject matter being favored in second place for mainstream placement.

Eighty-three percent of the teachers chose language and spelling as a definite third choice for academic mainstreaming. This may indicate that the students' deficits lie heavily in these areas. Only twenty percent of the teachers indicated that they mainstream students into reading. Reasons for the low priorities here may include the success SDC teachers

are finding with Direct Instruction materials in both reading and language related subjects.

The three top ranking determinants of a student's readiness for mainstreaming overall, were academic skills, social skills and behavior. At preschool the most important factor in readiness was thought to be social skills. At the elementary level, academic skills were more important. Middle school teachers' opinions were split evenly between academic skills and student dependability as most important readiness factors; at high school there was no agreement on the number one factor. High school teachers did however agree that study skills ranked second. These results are not surprising considering the developmental and educational thrust at each level. The emphasis for preschool children deals primarily with social training; elementary works heavily on acquisition of basic skills; middle school concentrates on maintenance and extension of skills and requires more student responsibility. The high school curriculum tends to deal with application of educational information in preparation for adult living. As such it is determined by the aptitude and goals of the individual, and so makes it difficult to pinpoint one overriding factor in readiness for mainstreaming.

High parental involvement was believed to be critical for successful mainstreaming according to half the respondents. Only eleven percent of parents were reported to have requested more mainstreaming than that set up on the IEP.

When asked what teachers do to prepare the student for mainstreaming, discussing expectations (scheduling, homework and responsibilities) and contacting the parents ranked equally high by eighty-three percent. Seventy percent agreed that discussing the subject area with the student and introducing the child to the new teacher were next in importance. Note that three of these steps involve the student's preparation with emphasis on anxiety reduction and one deals with updating parental contact to discuss expectations.

Once mainstreamed, a majority of the teachers indicated that they rely on feedback from the regular teacher to monitor progress. The second favored indicator was obtaining information directly from the student. Though neither of these methods is data based, they can be considered adequate informal monitoring devices. Monitoring LRE placement should be done frequently and waiting for test scores or report card grades involves too much lapse time.

Informal meetings with the regular teacher was the

preferred method of communication. With the busy schedules teachers have quick, frequent discussions can be more profitable in problem solving than formal ones.

Ideas for managing behavior stood out as the most popular way of helping the regular teacher. Providing aide time also was indicated as important. Creating specific lesson plans and helping correct papers was not a favored method of helping the regular teacher. "Other" had many entries on this question. Comments included taking the regular teacher's low performers, checking for homework completion, following up on missed assignments, sharing materials and taking problem students for a period of time. The question elicited data pointing to a variety of ways that SDC teachers and regular teachers reciprocate.

On expectation for mainstreamed students, more than half of the SDC teachers expected their students to perform on an equal basis with no modifications to response or load factors. Those who would accept a different form of response were limited to deaf and hard of hearing who needed to respond through sign language or with the help of an interpreter. Aide time was suggested here as a modification procedure acceptable to almost half. Percentages may have been higher had physically handicapped students been involved in the sampling. Again, the results are not

surprising since the purpose of LRE is to have the handicapped learner use the same materials and be responsible for the same amount of work as peers. Reduced workload can be acceptable if the child has the concepts but has difficulty with speed of response. No teachers sampled indicated that they would excuse the student from regular class assignments. If the intent were academic mainstreaming, being excused from normal assignments would defeat the purpose of the LRE provisions.

SDC teachers reported limited first hand knowledge of their students' performance in mainstream classes. This finding seems to indicate that adequate communication exists between the SDC and regular teachers for monitoring the student's success. Visits probably are based on need rather than scheduled on a regular basis.

Reverse mainstreaming, (regular + SDC students performing under the supervision of the SDC teacher), was reported to be common practice by more than half of the respondents in social situations, special events and non-academic curriculum areas. The major deterrent indicated by those not performing in reverse teaming at the time of the study was difficulty with scheduling factors.

Factors preventing mainstreaming were widespread. The most frequent factor listed was lack of academic skills. Interestingly, although behavior had been listed as one of the major factors in placing a student in a mainstream situation, none of the teachers reported behavior as a detering factor. It would be informative to sample regular teachers' opinions regarding this question.

The SDC teachers' overall reaction to an unsuccessful mainstreaming attempt was to work with the regular teacher to improve the situation. The first step in a problem situation seemed to be to analyze and the second to intervene as necessary.

Benefits reported from the mainstreaming process were reported in areas of self-esteem and social skills. The results may show a high degree of concern for the emotional and social development of students. Skill acquisition and personal growth seem to be the underlying philosophies behind mainstreaming in the district studied.

RECOMMENDATIONS

After thorough examination of the data received from the LRE questionnaire, personal recommendations follow.

1. The data received from the LRE questionnaire indicate that SDC teachers would benefit from more first hand knowledge of the regular teachers' expectations and teaching styles. SDC teachers could also benefit from more first hand knowledge regarding their students' performance in the regular classroom setting. Therefore, I would suggest making release time available and encouraging SDC teachers to observe in the regular classroom a minimum of twice a year in the pre-placement and monitoring phases of the process.

2. When choosing areas for mainstreaming, continued emphasis should be given to placing students in hands-on and discussion-type situations to promote effective growth and a higher probability for success.

3. Scheduling techniques should be studied and results shared at each school site.

4. Further investigation should be done regarding ranking of factors important to mainstreaming readiness.

5. An additional study could be conducted focusing on the opinions of receiving teachers and those results compared.

Selected Bibliography

- Ary, D., Jacobs, L. & Razavieh, A. (1985). Introduction to Research in Education (3rd ed.). New York: Holt, Rinehart and Winston.
- Anderson-Inman L. (1986). Bridging the gap: student-centered strategies for promoting the transfer of learning. Exceptional Children, 52, 562-572.
- Bullard, J. K. (1982). Factors in mainstream decision making. [Final Report]. (Report No. G009101059). Washington, DC: Pennsylvania State University, Special Education Programs. (ERIC Document Reproduction Service No. ED 246 638).
- Center, Y. & Ward, J. (1984). Integration of mildly handicapped cerebral palsied children into the regular schools. Exceptional Child, 31, 104-113.
- Chandler, H. N. (1986). Mainstreaming: A formative consideration. Journal of Learning Disabilities, 19, 125-126.

- Elam, S. M. (1986). Gallup poll on education. Phi Delta Kappan, 43-59.
- Gerold, R. A. & Barnes, D. (1985). The school world of students with mild to moderate handicapping conditions. Chicago, IL: American Educational Research Association. (ERIC Document Reproduction Service No. ED 261 476)
- Gillet, P. (1986). Mainstreaming techniques of LD students. Academic Therapy, 21, 389-399.
- Hoben, M. (1980). Toward integration in the mainstream. Exceptional Children, 47, 100-105.
- Leyser, Y., Johansen, J. H., & Abrams, P. D. (1984). Training for mainstreaming: An evaluation of attitudinal changes. Teacher Education Quarterly, 11, 64-71.
- McCartney, B. (1984). Education in the mainstream. Volta Review, 86, 41-52.
- McGrady, H.J. (1985). Administrative support for mainstreaming learning disabled students. Journal of Learning Disabilities, 18, 464-466.

- McLoughlin, J. A. & Lewis, R. B. (1986).
Assessing special students (2nd ed.).
Columbus: Merrill.
- Mullen, Y. (1984). A psychologist looks at
mainstreaming. Portland, OR: International
Convention of the Alexander Graham Bell
Association. (ERIC Document Reproduction
Service No. ED 252 988)
- Needels, M., Renneker, E. G. & Stayrook, N.
(1981). The teaching and learning
environment of mainstreamed classes. Final
Report. (Report No. G008002128). Menlo Park,
CA: SRI International, Special Education
Programs. (ERIC Document Reproduction Service
No. ED 245 513)
- Ryan, D. (1984). Mainstreaming isn't just for
students anymore. Journal of Learning
Disabilities, 17, 167-169.
- Rose, T. L., Lessen, E. I. & Gottlieb, J. (1982).
A discussion of transfer of training in
mainstreaming programs. Journal of Learning
Disabilities, 15, 162-165.
- Safran, J. & Safran Stephen. (1985). Organizing
communication for the LD teacher. Academic
Therapy, 20, 427-435.

- Sansone, J. & Zignond, N. (1986). Evaluating Mainstreaming through analysis of students' schedules. Exceptional Children, 52, 452-458.
- Schneider, B. H. & Byrne, B. (1984). Predictors of successful transition from self-contained special education to regular class settings. Psychology In the Schools, 21, 375-380.
- Slade, D. (1984). Helping LD students make transitions: six suggestions. Academic Therapy, 19, 543-547.
- Stainback, W. T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52, 144-152.
- Thomas, G. (1985). Room management in mainstream education. Educational Research, 27, 186-193.
- Travis, L. W., Thomas, A. R., & Fuller, G. B. (1985). Handicapped students in the least restrictive environment: A longitudinal study. School Psychology Review, 14, 521-530.
- Wang, M. C. & Baker, E. T. (1986). Mainstreaming programs: design features and effects. The Journal of Special Education, 19, 503-521.
- Williams, R. J. & Algozzine, B. (1979). Teachers' attitudes toward mainstreaming. Elementary School Journal, 50, 63-67.

APPENDIX A

BOARD OF EDUCATION
ADELFG. M. GALE, M.D.
ROGER M. KEITHLEY, JR.
L. NED KOHLER
SHARON L. PURVANCE
STAN ROKIN

POWAY UNIFIED SCHOOL DISTRICT

13626 TWIN PEAKS ROAD • POWAY, CA 92064-3098
(619) 748-0010 • (619) 588-7500

66

DR. ROBERT L. REEVES
SUPERINTENDENT OF SCHOOLS

"... serving the communities of Poway, Rancho Bernardo, and Rancho De Los Penasquitos"

OFFICE OF EDUCATIONAL SERVICES
Don H. Hurl, Assistant Superintendent
Ramon H. Camacho, Assistant Superintendent / Instruction
Michael H. Fickel, Director of Pupil Personnel Services
Robert W. Hovine, Director of Media / Secondary Curriculum
Gloria A. Malaga, Director of Career / Vocational / Adult Education

October 14, 1986

Dear Poway SDC Teachers:

I am an SDC teacher at Valley School intent on obtaining a Master's Degree by May, 1987. I am researching attitudes, practices and procedures of Special Education teachers regarding mainstreaming in our District and would greatly appreciate your help with my project.

Please take a few minutes to fill out the attached questionnaire and return it to me at Valley School by Wednesday, October 29. Feel free to make additional comments! If you would like a copy of the results, please include your name and location.

Thanks in advance for your thoughts and support on this project.

Sincerely,

Valerie Dickinson

Valerie Dickinson
Valley Elementary School

GHM
GHM/LTR/SDC
Attach.

NOTE:

Results from this survey will serve as Poway's official study required of each Special Education Local Plan Area (SELPA) in California. Your cooperation in filling out and returning the survey is of great importance for assuring the relevance and validity of this study. We sincerely appreciate your help.

Gary Myerson
Gary Myerson
Coordinator of Special Education

Mainstreaming Attitudes, Practices and Procedures

Please answer the following questions to the best of your ability.

1. Type of SDC class: _____ LN _____ SH _____ SED _____ SDL
2. Level: _____ Elementary _____ Middle _____ High
3. Number of students presently in your class: _____
4. Number of students presently mainstreamed for non-academic periods (8101, STEPS 18-19) _____ academic periods (STEPS 20-21) _____ integrated into regular class 50% of day or more (STEPS 22-25) _____

As a Special Day Class teacher responsible for compliance with PL 94-142 mainstreaming provisions:

1. How do you determine a child is ready for mainstreaming? Please rank the following factors according to importance (1 = most important).
 - _____ academic progress at or slightly below grade level
 - _____ social skills
 - _____ study skills
 - _____ behavior
 - _____ dependability
 - _____ student's motivation to succeed
 - _____ special talent
 - _____ availability of cooperative regular class teacher
 - _____ parent request
2. Into what curriculum areas do you mainstream students? Rank each sequence separately; most common = 1:
 - Non-academic: _____ Music _____ P.E. _____ Art _____ Other
 - Academic: _____ Reading _____ Math _____ Language/Spelling
 - _____ Social Studies/Science
3. How many parents requested mainstreaming for students in your class this year? _____

GM/LTR/SDC/2

4. To what degree do you feel parent involvement is important to successful mainstreaming?

68

_____ none _____ minimal _____ regular _____ high

Comments? _____

5. How do you prepare your students for mainstreaming? Please check factors you use consistently:

_____ discuss subject area with student
_____ discuss expectations (time scheduling, homework, responsibilities)
_____ show child new classroom
_____ introduce child to receiving teacher
_____ prepare materials; i.e., notebook with dividers
_____ contact parents
_____ other _____

6. How do you monitor a student's progress in the mainstreamed situation? Check the 2 most important:

_____ check work daily
_____ ask student
_____ talk with parents
_____ rely on feedback from the regular teacher
_____ rely on test scores from regular classroom
_____ rely on report card from regular classroom
_____ other. Please explain: _____

7. Which method of communication do you most frequently use with the mainstream teacher? Check one.

_____ formal meetings
_____ informal meetings; e.g., lunchroom discussions
_____ written progress reports
_____ other _____

GM/LTR/SDC/3

8. How do you help the regular teachers with mainstreamed students? Check the two most important that apply to your situation.

69

☐ locate supplies, books, materials
☐ behavior management suggestions
☐ provide special lesson plans
☐ correct papers
☐ provide aide time
☐ other _____

9. What modifications do you accept for your mainstreamed students?

☐ same material but lesser workload
☐ student responds in a different manner; i.e., oral answers to written assignment
☐ student is not expected to do assignments
☐ no modifications: performs on equal basis with peers

10. How often do you observe your students functioning in the mainstreamed classroom: Check one:

☐ daily
☐ 2-4 times per week
☐ 2-3 times per month
☐ once a month
☐ never
☐ other: _____

11. If the mainstream attempt seems unsuccessful, what action do you take first?

☐ remove student from the situation
☐ work with regular teacher to improve the situation
☐ other _____

GM/LTR/SDC/4

12. Do any students in the regular program join your class under your supervision for "reverse mainstreaming"?

_____ yes _____ no

If yes, what subject(s)? _____

13. What do you feel are the two most important benefits of mainstreaming students?

_____ improve child's self-esteem

_____ satisfy parental request

_____ improve social skills

_____ improve academic skill acquisition

_____ regular students' awareness and acceptance of students with handicapping conditions

_____ other _____

14. What factors prevent you from mainstreaming? Please rank in order of importance: (#1 = most important)

_____ appropriate receiving teacher unavailable.

_____ time scheduling conflicts (therapy, etc.)

_____ lack of parental support

_____ lack of administrative direction

_____ student's lack of social skills

_____ student's lack of academic skills

_____ student's lack of study skills

_____ behavior

_____ other _____

Comments:

GM/LTR/SDC/5

Would you like a copy of the results of this questionnaire?

71

_____ yes _____ no

Name _____ Location _____

THANK YOU FOR YOUR SUPPORT ON THIS PROJECT!

Please return to VALERIE DICKINSON, VALLEY SCHOOL by -
Wednesday, October 29, 1986

GM/LTR/SDC/6

APPENDIX B

MOST APPROPRIATE FOR CA 01 04 05 06 07 08 09 10 11 12		TITLE: LEAST RESTRICTIVE ENVIRONMENT	
Reg. Class		8101	
Lmg. Hdcp.		TYPE: Curriculum Milestones	
Comm. Hdcp.		INSTRUCTIONS:	
Phys. Hdcp.		Complete this form for every child as part of the IEP.	
Dev. Hdcp.		Student _____	

B C P's
Behavioral Characteristics Progression
organized as

THE STEP SYSTEM

SEQUENTIAL TASKS FOR EDUCATIONAL PLANNING

LEAST RESTRICTIVE ENVIRONMENT

8101

1.0 Remains at home with no program	2.0 Remains at home with tutor	3.0 Attends special education self-contained class partial day with or without home tutor	4.0 Attends full day self-contained, no integration	5.0 Attends pull-out program only for minimum day
6.0 Participates in reverse integration activities	7.0 Attends more than 50% of day in pull-out program, remainder in regular class	8.0 Attends full day special education self-contained class; integrated with less restrictive special class for recess	9.0 Attends full day special education self-contained class; integrated with less restrictive special class for lunch	10.0 Attends full day special education self-contained class; integrated with less restrictive special class for non-academic subject
11.0 Attends full day special education self-contained class; integrated with less restrictive special class academic subject	12.0 Attends full day special education self-contained class; integrated on regular bus	13.0 Attends full day special education self-contained class; participates with regular students at recess	14.0 Attends full day special education self-contained class; remains with special education day group while eating lunch in auditorium with regular students	15.0 Attends full day special education self-contained class; is integrated with regular students for lunch
16.0 Attends full day special education self-contained class; participates with regular students in school activities held in auditorium	17.0 Attends full day special education self-contained class; participates with regular students in school activities held off campus	18.0 Attends self-contained class integrated in regular class for one period for a non-academic subject	19.0 Attends self-contained class. Attends regular class for two periods for two non-academic subjects	20.0 Attends self-contained class. Attends regular class for one academic period
21.0 Attends self-contained class. Attends regular class for two academic periods	22.0 Attends special class 50% of day. Integrated into regular classes 50% of day	23.0 Attends regular class more than 50% of school day; attends self-contained special education class or pull-out program for the remainder of day	24.0 Attends special class two periods per day. Integrated into regular classes four periods per day	25.0 Attends special class one period per day. Integrated into regular classes five periods per day

DEVELOPED BY: Barbara Brooks, Ruth Kramer, Jim Bartlett

DATE DEVELOPED: 5/86 revised

Suggested Criterion: 80% Mastery

PAGE	#	TITLE
2	8101	LEAST RESTRICTIVE ENVIRONMENT

THE STEP, SYSTEM

26.0	27.0	28.0	29.0	30.0
Attends all regular classes. Scheduled 30 minutes per day, or longer as necessary, for supportive counseling and academic monitoring	Attends all regular classes. Pulled from regular classes 30 minutes every other day for supportive counseling and academic monitoring	Attends all regular classes. Pulled from regular classes 2 times a week for supportive counseling and academic monitoring	Attends all regular classes. Pulled from regular classes once a week for 30 minutes of supportive counseling and academic monitoring	Attends all regular classes. Pulled from regular classes for 30 minutes every 2 weeks for supportive counseling and academic monitoring
31.0	32.0	33.0	34.0	35.0
Attends all regular classes. Carries a progress report to each class once every 3 weeks for academic monitoring. Sees special teacher for academic help or counseling as needed	Attends all regular classes. Carries a progress report to each class once every 6 weeks for academic monitoring. Sees special teacher for academic help or counseling as needed	Attends regular class full day with Resource Specialist Support	Attends regular class. Is pulled from class for periodic speech help	Attends regular class. Receives speech instruction in the classroom
36.0		38.0	39.0	40.0
Attends regular class with no speech help				
41.0	42.0	43.0	44.0	45.0
46.0	47.0	48.0	49.0	50.0
51.0	52.0	53.0	54.0	55.0

STUDENT NAME

10188

DEVELOPED BY: Barbara Brooks, Ruth Kramer, Jim Bartlett

DATE DEVELOPED: 1/82 revised

APPENDIX C

POWAY UNIFIED SCHOOL DISTRICT

EXIT CRITERIA WORKSHEET

Answers to the following questions can provide the necessary information for making the decision to return or not to return a student to the regular classroom from special education.

1. Does the student have the necessary academic behavior? YES () NO ()
List weaknesses:

2. Does the student have the necessary social behaviors? YES () NO ()
List weaknesses:

3. Does the student have the necessary pupil behaviors? YES () NO ()
List weaknesses:

4. Are student's standard scores within one standard deviation (15 points) of expected achievement?

List standard scores:

Reading Recognition _____ Reading Comprehension _____

Spelling _____ Arithmetic _____

Others: _____

List expected achievement from WISC-R: _____

5. Does it appear that weaknesses/problems that still exist can be remediated in the regular classroom? YES () NO ()
6. Can the student benefit from instruction in the classroom? YES () NO ()
Explain:
7. Is an appropriate class available for the student to enter. YES () NO ()
List class available:
8. What support system is available within the school which can assist the student? Explain:

Exit Criteria Worksheet (continued)

9. Can instruction be provided in the academic area that the student needs?
YES () NO ()
10. Can the regular teacher adequately deal with the special characteristics of the student? YES () NO () Explain:
11. Is there a behavior/learning system working which can be transferred to the regular classroom? YES () NO ()
12. How well can the student maintain him/herself in the regular classroom?
Explain:
13. Is the student emotionally ready and willing to accept the regular classroom? YES () NO () Explain:
14. Can the student's anxiety about leaving be adequately coped with?
YES () NO () Explain:
15. Will the student have adequate parental support? YES () NO ()
Explain:
16. Has mainstreaming been successful for a reasonable period of time?
YES () NO ()
17. Have entering handicapping conditions shown a significant improvement?
YES () NO () Explain:
18. (Elementary and middle school students only.) Is the student's Ginn reading level within the range that the regular teacher can teach?
YES () NO ()

19. Are there any other relevant individual factors which should be considered in releasing this student from special education? YES () NO ()
Explain:

20. Are other students in the proposed receiving classroom prepared for appropriate interaction with this student? YES () NO ()

21. Would additional aide time be of value in reintegrating this student?
YES () NO ()

SUMMARY: (Describe the most relevant factors supporting and opposing return to the regular classroom.)

G. Myerson
2/84

-3-